The Halyard
We can not control the wind but we can adjust the sails

View From The Crow's Nest

A catboat is a one sail sailboat. Most of us sail around in a catboat. We may be the only librarian in our school, the only librarian for that grade level, the only one in the division. By the very nature of our jobs we often sail solo and with only one sail we don't make much progress or travel at any great rate of speed. We are very dependent on calm seas and a steady wind. But as we all know, calm seas and steady winds are rare. If you are sailing in a catboat you are in for rough weather. We need to make sure that we are always building our crew so that the catboat is too small for the voyage. Begin to look for a tall ship, gather your crew, your provisions and plot your course. We will need many sails and a large crew to sail to the Bay of Academic Success.

Happy sailing

Nancy Pearl

In celebration of National Library Week, The Library of Virginia invited Nancy Pearl, author of *Book Lust* and model for the librarian action figure to speak. Those in attendance learned how she found support and acceptance in her local public library as a young child. She claims she has no social skills beyond asking, "what are you reading?" when she meets new people. She even says that many of her dreams take place in a library setting. While she was informative and entertaining, she made one statement that truly affected me. She was asked about recommending books to non-readers. Her reply was thought provoking. She indicated that all too often it is the book that fails the reader by not making a connection with the reader rather than the reader failing because he couldn't read the book. She advises that time is too short; there are too many books waiting to be read to waste time trying to read books that offer no connection. As a general rule of thumb, if you are under fifty, only read the first 50 pages and then make your decision to continue reading or to set it aside. If you are over fifty, subtract your age from 100 and read that number of pages and make your decision.

Read more about Nancy Pearl at
http://seattletimes.nwsource.com/html/localnews/2001866659_action27m.html

Great Article from Marilane Block's online magazine *Ex Libris*
http://marylaine.com/exlibris/xlib10.html#rule4

MY 4TH RULE OF INFORMATION: ASK YOUR LIBRARIAN

As our kids would say, well, DUH. Of course people should ask their librarians. Why?

- Because we know our collections cold.

- Because sometimes people give up when the answers weren't in the places they expected to find them. (How often is the real question concealed behind the question "Where are your *Readers' Guides*?)

- Because we try to figure out what the actual information need is, and fit it to the way our systems are organized.

- Because we are better at thinking up and down a continuum--if we don't have books on Siamese cats, we do have books on cat breeds and cat care; we also have magazine indexes and databases that will find us articles on Siamese cats; we may also have the right sort of books in the children's collection where the patron didn't think to look.

- Because we know how to make the databases sit up, roll over, and curl up in our laps and purr. The fact that our users did not find it in the databases doesn't mean that WE can't find it. As the incomparable Barbara Quint said in the most recent issue of *Searcher*, "I *am* Natural Language Processing."

- Because, unlike our users, we start out with the gut-deep conviction that the answer EXISTS, and by God, on our honor as librarians, we ARE going to find it.

So, it's obvious to US that people should ask a librarian. Why isn't it obvious to the rest of the world?

Information Literacy

The technology plan for Virginia requires that all schools develop and adopt a literacy model for all students and teachers. Many classroom teachers and administrators are not familiar with the concept. Many may be aware of the Big 6 Model in a general way but the specifics of how information literacy impacts all areas of the curriculum are vague. The challenge for the library media specialist is to encourage and to inform others of the need to access, use, produce, and communicate information in an efficient and effective manner. Here are some web sites that will assist in teaching this concept.

Charlottesville City Public School IR Curriculum
http://www.ccs.k12.va.us/departments/ims_curriculum.html

North Carolina Information Skills Curriculum
http://www.ncpublicschools.org/curriculum/Information/

Information Literacy in the Curriculum: A Page for Faculty
http://www.marquette.edu/library/training/informationliteracy.html

Maryland Department of Education
http://www.mdk12.org/mspp/mspap/whats-tested/learneroutcomes/library_media/k-8/about.html

Knowledge Network K12 News, Teaching Information Literacy Skills
http://www.kn.pacbell.com/news/CAschools/info-literacy.html

21st Century Learning Site
http://www.kn.sbc.com/wired/21stcent/

ALA - Information Power
http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/Content
Management/ContentDisplay.cfm&ContentID=19937

California School Library Association: Standards for California School Libraries (Draft #12
http://lime.forest.net/schoollibrary/FMPro?-db=csla.fp5&-format=cslaitem.htm&-
lay=newslayout&placement=position%20papers&-max=900&-recid=32908&-find=

Data Driven Decision Making and Collection Development

No Child Left Behind has required that school take a strong look at what they are doing and the results of their activities. One method of establishing success comes from gathering data. The term "data driven decision making" or data warehousing are rapidly becoming a part of the educational process. Simply put, it means that there is hard evidence to support the activities that schools are engaged in as part of the instructional program.

Library media specialists need to become familiar with the concept and be able to gather evidence that learning does not stop when children come to the library. Activities and lessons conducted in the classroom are part of a well thought out instruction design. There is sufficient scientifically based research that proves that school libraries are essential for a school's academic success. We need to be able to have the data to show just how this occurs.

One method of data collection can be achieved by using a collection analysis tool such as Follett's TitleWise or Sagebrush's BenchMARC to determine the quality of your collection. These tools provide you with extensive data that can be used in planning for the improvement of your collection. The sales representatives from these companies will be glad to assist you in conducting a survey of your collection.

Claudia Reed and Bev Lammay are leading two workshops on the topic of collection development. (Unfortunately, the sessions are already full.) They do an outstanding job of showing how to take the information from a collection analysis and turn it into a tool that can be of great value in determining the needs of the library collection.

The May issue of School Library Media Activities Monthly has an article entitled, *Collecting The Data: Collection Development,* which echoes many of the points made in Claudia's and Bev's presentation. The article provides a selection checklist for purchasing new materials as well as resources for additional information. The article contains recommendations on how to present collection information to those outside of the library community.

As you begin to think about inventory and developing purchases for next year, review your collection development policy and determine how you are going to evaluate your collection.
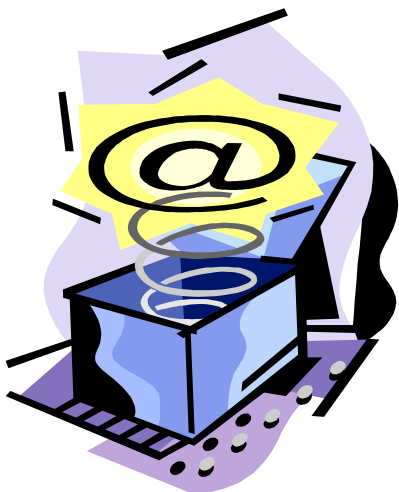
Resources for Teaching Ethical and Responsible Internet Behavior

<u>Business Software Alliance</u> and *Weekly Reader* have produced Play It Safe In Cyberspace: Reprogram Your Thinking About Software Theft. http://www.playitcybersafe.com/?CFID=104439&CFTOKEN=38725237

<u>The Virginia Community Policing Institute</u> has produced a CD that is suitable for use by parents, teachers, and students. For a free copy contact: The Virginia Community Policing Institute, 701 E. Franklin Street, Suite 1407, Richmond VA 23219, or online at www.vcpionline.org